REPORT RESUMES

ED 014 331 PS 000 234

A STUDY OF SOME ECOLOGICAL, ECONOMIC AND SOCIAL FACTORS INFLUENCING PARENTAL PARTICIPATION IN PROJECT HEAD START.

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REPORT NUMBER OEO-534 PUB DATE AUG 65

EDRS PRICE MF-$0.50 HC-$3.16 77P.

DESCRIPTORS- *PRESCHOOL EDUCATION, DISADVANTAGED YOUTH, SOCIOECONOMIC INFLUENCES, SPANISH CULTURE, *ECOLOGICAL FACTORS, CITIZEN PARTICIPATION, *PARTICIPANT CHARACTERISTICS, *ATTENDANCE PATTERNS, QUESTIONNAIRES, FAMILY (SOCIOLOGICAL UNIT), *FAMILY INFLUENCE, FAMILY INVOLVEMENT, STUDENT PARTICIPATION, HEADSTART, COACHELLA VALLEY, CALIFORNIA

THE MAJOR PURPOSE OF THIS STUDY WAS TO DETERMINE IF THERE WERE SIGNIFICANTLY DIFFERENT RESPONSES TO CERTAIN ECOLOGICAL, ECONOMIC, SOCIAL AND CIVIC RESPONSIBILITY FACTORS BETWEEN PARENTS WHOSE CHILDREN PARTICIPATED IN THE HEAD START PROJECT AND THOSE WHOSE CHILDREN WERE ELIGIBLE BUT DID NOT PARTICIPATE. ALL PARENTS OF PRE-SCHOOL CHILDREN, 2 1/2 TO 6 YEARS OF AGE, WHO RESIDED IN 3 DESIGNATED SCHOOL DISTRICTS, WERE INCLUDED IN A HOUSE-TO-HOUSE SURVEY. IN ALL 256 PARENTS WERE SURVEYED BY MEANS OF A 50 QUESTION FORM WRITTEN IN BOTH ENGLISH AND SPANISH. FINDINGS GENERALLY SHOW NO SIGNIFICANT DIFFERENCES IN RESPONSES. THE MAIN DIFFERENCE IS A MATTER OF COMMUNICATION. PARTICIPANTS WERE INFORMED OF THE HEAD START PROGRAM, NON-PARTICIPANTS WERE NOT. BROUGHT OUT IS THE FACT OF A DEFINITE NEED TO STEP UP COMMUNICATION IN ORDER THAT LOW INCOME FAMILIES CAN BE MADE AWARE OF AVAILABLE EDUCATION OPPORTUNITIES FOR THEIR CHILDREN AS WELL AS THE EXISTENT NEED FOR PRE-SCHOOL EDUCATION PROGRAMS THROUGHOUT THE SCHOOL YEAR. ENGLISH AND SPANISH QUESTIONNAIRES ARE INCLUDED. THERE ARE MANY TABLES OF ACCRUED DATA. (EF)

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OEO-534

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Coachella Valley Operation Headstart

A STUDY OF SOME ECOLOGICAL, ECONOMIC AND SOCIAL FACTORS INFLUENCING PARENTAL PARTICIPATION IN PROJECT HEAD START

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August, 1965

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ACKNOWLEDGMENTS

The financial and administrative support of Carole Pina, Office of Research and Evaluation Project Head Start, and the University of California, Riverside Extension Division, to this project is gratefully acknowledged.

Space permits us to extend appreciation to only a few of the many people who made this project possible. Merit of special appreciation is extended to the parents of the Project Head Start children, who so willingly participated in the hour long interview, and who must remain unnamed. These parents warrant more recognition than is possible to express here in words. They were indeed a source of pleasure to all of us concerned with the study. We hope the facts which they helped us obtain will play some role in providing better education for other children as well as their own.

The opportunity to work with the parents was made possible through the efforts of the supervisors, teachers and public officials of Coachella, Indio and Oasis. We would like to extend particular appreciation to Harold Creager, Superintendent of Coachella School District and to the members of the Coachella Board of Trustees. Mr. Creager proved to have unusual understanding of our problems and gave continuing support to the study.

Appreciation is also extended to Dr. Lester Hiebert, Superintendent of Indio School District; and Mr. Robert Luhman, Superintendent of Oasis Elementary District whose time, effort, and support during various phases of the study are gratefully acknowledged.

We likewise welcome the opportunity to acknowledge the critical suggestions and helpful counsel of Dr. Thomas Carter, University of California, Riverside.

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The Shaded Areas Represent the Designated School
Districts Involved in the Study

INTRODUCTION

Research has shown that a child develops responsible attitudes and values toward school and learning very early in life. In addition, previous investigations have shown that the earlier a child is exposed to the background experiences needed prior to his enrollment in kindergarten the higher will his achievement and potential for learning become. Many culturally disadvantaged children, especially those from homes where English is not spoken, miss out on such pre-requisite experiences that most middle-class children obtain from their parents. Consequently, when a culturally disadvantaged child enters school he is already handicapped in many respects.

What then is the reason or reasons for the refusal of parents of culturally disadvantaged children to respond to pre-school educational programs which are initiated for the benefit of their children? Researchers and educators in the past have tended to support the notion that the failure of these parents to allow their children to participate in pre-school experiences may be found within the context of the pupil-parent-school situation and its concomitant psychological aspects. Their conclusions were frequently based on the methods and procedures that are directed in a microscopic-like fashion on such factors as the child's aptitude, attitude and values concerning education. The parent is also studied to determine how he affects the child's aptitudes, attitudes and values toward education. Previous studies have likewise been directed on the effect teachers and other school personnel have on the child's psychological orientation to the school.

Unquestionably such studies have increased the knowledge and understanding of the culturally disadvantaged child and his educational handicaps. But are there other factors operating in the community or in the family of the culturally disadvantaged child which must also be seriously considered?

To probe further into the implications of this question, the study proposes to scrutinize the underlying community or familiar variables that may give some probable clues as to why parents of culturally disadvantaged children are unresponsive to pre-school opportunities.

The theoretical rationale of this study may be traceable to Maslow's innate hierarchy of needs concepts. According to Maslow these hierarchy of needs are based on certain prepotency factors. For example, physical needs such as those for food and water, must be met before "higher" needs such as intellectual curiosity can be adequately satisfied.

Under the traditional approach it is often assumed that in the study of the child, parent and school most of the subsistence needs of the middle-class child; such as food, clothing and transportation are adequately met to the extent that they do not negatively affect the middle-class child's learning and retention processes.

It is hypothesized, however, that in the case of the culturally disadvantaged child the reason for his attendance or non-attendance may be governed more by the subsistence factors in the community or in the family and less by the child's attitudes and values concerning school or those possessed by his parents.

I. STATEMENT OF THE PROBLEM

On the basis of the theoretical considerations and prior research findings presented in the preceding paragraphs, there is an obvious need for investigating the effect of those subtle socioeconomic variables that underlie the failure of needy recipients to take advantage of the educational services offered by the Head Start Program.

The purpose of this pilot study is to identify those significant ecological, economic and social factors which may influence the attendance or non-attendance status of culturally disadvantaged children in three selected Coachella Valley communities' preschool educational programs.

Specifically the study is designed to determine the extent to which certain non-educational factors outside of the immediate pupil-parent-school triad may affect the parental decisions of culturally disadvantaged children to participate in Project Head Start.

II. QUESTIONS TO BE ANSWERED

This study will attempt to answer the following pertinent questions:

1. Are the parental responses of the Head Start participants significantly different from those of the non-participants on each of the following ecological variables on the questionnaire: location and length of residence in the valley; previous residence; birthplace; place of education; kind of neighborhood and amount of Spanish spoken at home?

2. Are the parental responses of the Head Start participants significantly different from those of the non-participants on each of the following economic variables on the questionnaire: possession of a phone; larger families; parental education; level of income; occupational status; knowledge of local employment office; tendency to encourage their children to leave school early?

3. Are the parental responses of the Head Start participants significantly different from those of the non-participants on each of the following social factors on the questionnaire: ethnic choice of first name; degree of Spanish spoken in home, with friends, in neighborhood, at work; frequency in listening to Spanish on radio; intact versus broken home situation; nationality identification; trips to Mexico?

4. Are the parental responses of the Head Start participants significantly different from those of the non-participants on each of the following civic responsibility factors on the questionnaire: religious preference; frequency of church attendance; types of civic participation; election participation; knowledge and understanding of May 5, September 16, and July 4?

5. Regardless of the individual's attendance status, what are the parental responses of the pre-school culturally disadvantaged pupils on each of the ecological, economic and social variables assessed on the questionnaire?

III. GENERAL METHODS AND PROCEDURES

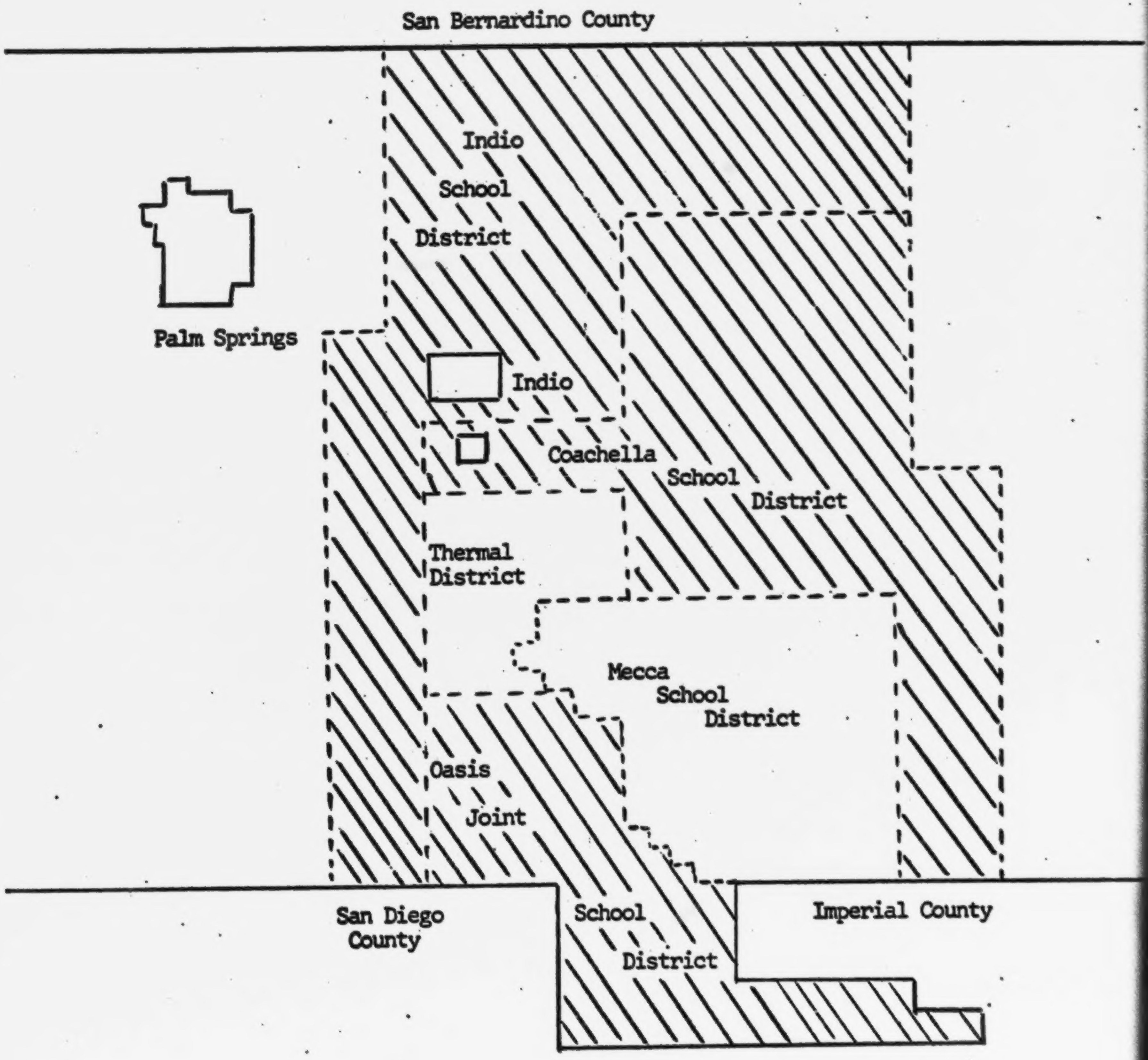
Geographical boundaries:

The territorial boundaries of Coachella Valley in Riverside County, California encompass an area of approximately 3,693 square

FIGURE I

COACHELLA VALLEY PROJECT HEAD START

The Shaded Areas Represent the Designated School Districts Involved In The Study



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Much of the area is sparsely inhabited and is largely desert terrain. Although five component elementary school districts are located within the Coachella Valley area, only three of the five school districts (Coachella, 642 square miles; Indio, 752 square miles; and Oasis, 299 square miles) were included in the study. (See Figure I for the geographical proximity of each district) Excluded from the survey were the Head Start programs in Mecca (one class) and Thermal (two classes) elementary school districts. A total of eight out of a possible eleven Head Start programs in the Coachella Valley area were involved in the study. The question of time (the survey by necessity was limited to ten days) and the presence of exceptionally heavy concentrations of minority groups as well as culturally disadvantaged pre-school children in the selected target areas were the primary factors for delimiting the study to the three designated school districts (Indio: 30 per cent Mexican extraction, 5.8 per cent Negro and 1.2 per cent from other ethnic minority groups; Oasis: 60 per cent Mexican extraction and 25 per cent Japanese; Coachella: 70 per cent Mexican extraction, a few Orientals and less than ten Negro pupils).

The target areas within each school district were derived from the following sources; (1) address of children enrolled in the eight Head Start programs; (2) census tract data; (3) recommendations of officials from the schools, public and private agencies; and (4) interviewers' general empirical assessments of the dilapidated appearances of the homes in the neighborhood visited.

Selection of Subjects:

All parents of pre-school children, 2 1/2 to 6 years of age inclusive, who resided in one of the three designated school districts were included in the study.

TABLE I

Number of Subjects in the Study According to Attendance Status as Compared to Those Actually Enrolled In Project Head Start as of August, 1965

Name of School District	Number of Children Actually Enrolled in Project	Number of Parents Interviewed in Participating Group	Number of Parents Interviewed in Non-participating Group	Total Parents Interviewed
Indio	86	34	74	108
Coachella	37	16	113	129
Oasis	21	10	9	19
Total	149	60	196	256

The parents in the survey were divided into two populations: (1) parents whose child participated in the Head Start programs; and (2) parents whose child was eligible but did not participate. Table 1 shows the total number of 256 parents for both the participating (N=60) and non-participating (N=196) groups. Significantly more parents in Coachella City were interviewed than in Indio and Oasis. (See Table I)

Table 2 gives the average age group for the children of the participants and the non-participants. The difference of nine months between the groups were significant at the one per cent level. This meant that the children participating in Head Start were older than those who did not. In general over sixty per cent of the children in both groups would not be legally eligible for kindergarten in September. Parents of the six-year-olds were included if their children had no previous schooling.

Parents of the non-participating group were obtained by a house-to-house search rather than by a random sampling technique. These non-participating parents were chosen for the study if they met the same basic requirements as those stipulated by the Office of Economic Opportunity in Washington for parents whose child had participated in the Head Start program. That meant that the family's total annual income was $3,000 or less for a family of four. (See Table 2)

Table 3 shows the income level for both the participating and non-participating families in the study as compared to the level of income derived for the same communities in the 1960 U. S. Census tract data.

The average annual income of the population sampled in the Coachella Valley is very significantly below the average annual income obtained in 1960.

TABLE 2

Chronological Ages of Children Whose Parents Were Interviewed in the Survey

AGE	PARTICIPANTS (N=60)	NON-PARTICIPANTS (N=196)	TOTAL SAMPLE (N=256)
Under 3 years	2% (1)	10% (19)	8% (20)
3-0 to 3-11 years	32% (19)	43% (83)	40% (102)
4-0 to 4-11 years	33% (20)	40% (78)	38% (98)
5-0 to 5-11 years	30% (18)	5% (10)	11% (28)
6-0 to 6-11 years	3% (2)	1% (3)	2% (5)
No response	--	1% (3)	1% (3)
Average Age	4 years 5 months	3 years 10 months	4 years 2 months

If the rise in standard of living is taken into consideration, the differences between the 1960 income and 1965 becomes even greater.

It will be shown in a later section that the average family size studied in this survey consisted of six people. By present day standards, the families surveyed are classified as poor. (See Table 3)

Table 4 further illustrates the low socioeconomic status in line with the low average annual income reported earlier. A significant decrease in unskilled farm labor jobs is very evident. A noticeable shift to the trades and service industries from stoop labor employment can readily be surmised. However, one out of two fathers in this study are still employed in the unskilled or semi-skilled occupations. (See Table 4)

Construction of the Instrument:

The questionnaire was designed to explore systematically the differences in parental responses between the participating and non-participating groups.

In its initial stages, a committee consisting of a psychologist, a sociologist, a teacher, an indigenous Spanish-speaking college student, and a parent met to draw up the preliminary format for the questionnaire. The following six basic guidelines were utilized by the committee in the editing and selecting of items for the questionnaire: (1) to develop an instrument that was easy to administer and score; (2) to include theoretical relevant items in the content; (3) to strive for clarity of meaning; (4) to examine appropriateness of vocabulary and content for culturally disadvantaged parents; (5) to obtain an adequate balance of items between the four selected categories;

TABLE 3

Annual Income Level of Parents in the Participating and Non-participating Groups as Compared to the Income Level for the Designated Communities According to the 1960 U.S. Census Tract Data for Indio, Coachella and Oasis Combined

Income Level	1960 U.S. Census (N=3400)	Families in Participating Group (N=60)	Families in Non-Participating Group (N=196)	Total Families Sampled (N=256)
Under $1,000	4% (158)	17% (10)	2% (3)	5% (13)
$1,000 to $1,999	4% (123)	7% (4)	5% (9)	5% (13)
$2,000 to $2,999	8% (269)	15% (5)	18% (36)	18% (45)
$3,000 to $3,999	11% (358)	17% (10)	18% (36)	18% (46)
Above $4,000	73% (2,492)	44% (31)	57% (112)	54% (139)
Average Income	$5,395	$3,750	$4,150	$3,950

TABLE 4

Comparison of Father's Occupation Status
According to 1960 Census Tract Data and the Present
Population Sampled in the Survey

Occupation	Census Data 1960	Coachella Valley - - - -	1965 Survey
		Participants	Non-Participants
Farm labor-unskilled	22%	--	2%
Service workers	5%	22%	28%
Operators	19%	7%	14%
Craftsmen, foremen	22%	22%	13%
Sales workers	5%	28%	26%
Clerical workers	4%	3%	1%
Managers, office	5%	2%	2%
No comment	7%	17%	14%
Total	100% (1054)	100% (60)	100% (196)

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(6) to avoid dyslogistic phraseology or alternatives counter to cultural universals.

The questionnaire items were derived primarily from the significant factors based on the findings uncovered from an extensive review of the literature and deemed pertinent for application to the local conditions.

Each of the 50 items selected were listed into five categories: (1) miscellaneous; (2) ecological; (3) economic; (4) social factors; and (5) civic responsibility. Table 5 shows the items according to their specific categories. (See Table 5)

District superintendents from each of the three designated districts in the study were interviewed for suggestions and comments with respect to the questionnaire. Comments and suggestions for the questionnaire were also solicited from available key community leaders in Coachella, Indio and Oasis.

The rough draft of the questionnaire was likewise submitted to Dr. Thomas Carter, a sociologist at the University of California Riverside for critical additions and revisions. Finally the completed questionnaire was translated into Spanish by Mr. Alfredo Vasquez in consultation with Dr. Carter.

Two editions of the questionnaire were available for the survey; one in English and the other in Spanish. The two editions are found in Appendix A.

Administration Procedures:

Four interviewers and two field investigators were recruited from the local population with the assistance of the Indio Employment Office. Knowledge of the Coachella Valley communities as well as an adequate mastery of the Spanish language were basic pre-requisite for employment.

TABLE 5

Analysis of Interview Form, Question Number, Factors Being Tapped and Research Hypotheses and Rationale

Question No.	Miscellaneous	Ecological Factors	Economic Factors	Social Factors	Civic Responsibility Factors	Research Hypotheses and Rationale
1				Ethnic choice of first name		A significantly greater proportion of the M-A children with Anglo first names will be in Project Head Start classes than children with Spanish first names.
2	sex					No significant sex differences anticipated--general information.
3	Local address--where individual lives					No significant differences expected. Included for benefit of further contacts.
4			Possession or lack of possession of phone			A significantly greater proportion of those parents possessing a phone will have children in attendance in Head Start Programs.
5	School District					Information needed for further contacts.
6	Fall enrollment					General information--of interest to local schools.
7	Person interviewed					General information.

TABLE 5 (Continued)

No.	Misc.	Ecol.	Econ.	Soc.	Civic	Hypotheses and Rationale
8			Number of persons living at home, being supported by same check	Intact versus broken family		A significantly greater proportion of children of those parents with small families will be involved in Project Head Start as compared to those children in larger families. A significantly greater proportion of children of intact families will be in attendance in Project Head Start classes as compared to children in broken families.
9		Type of employment, permanent versus seasonal, transient	Type of employment, permanent versus seasonal, transient			A significantly greater proportion of children whose parents have stable positions will be in attendance in Project Head Start classes, as compared to those who are employed in transient, seasonal positions.
11	Age					Not to be compared to attendance vs. non-attendance. A chi square analysis will be done to study the relationship between the age of these children and whether or not they come from Texas. The hypothesis is that a significantly greater proportion of the older children will be from Texas as compared to the younger group, which will tend to be from the locale.
12			Education level			Parents with more education will have a significantly greater proportion of children in P.H.S. classes than those with less education.
13		Where educated				General information.

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TABLE 5 (Continued)

No.	Misc.	Ecol.	Econ.	Soc.	Civic	Hypotheses and Rationale
8			Number of persons living at home, being supported by same check			A significantly greater proportion of children of those parents with small families will be involved in Project Head Start as compared to those children in larger families.
				Intact versus broken family		A significantly greater proportion of children of intact families will be in attendance in Project Head Start classes as compared to children in broken families.
9		Type of employment, permanent versus seasonal, transient	Type of employment, permanent versus seasonal, transient			A significantly greater proportion of children whose parents have stable positions will be in attendance in Project Head Start classes, as compared to those who are employed in transient, seasonal positions.
11	Age					Not to be compared to attendance vs. non-attendance. A chi square analysis will be done to study the relationship between the age of these children and whether or not they come from Texas. The hypothesis is that a significantly greater proportion of the older children will be from Texas as compared to the younger group, which will tend to be from the locale.
12			Education level			Parents with more education will have a significantly greater proportion of children in P.H.S. classes than those with less education.
13		Where educated				General information.

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TABLE 5 (Continued)

No.	Misc.	Ecol.	Econ.	Soc.	Civic	Hypotheses and Rationale
14 & 15			Head of family relationship to child			Homes headed by females will have a significantly greater proportion of children attending P.H.S. classes than homes headed by males.
16 & 17			Income level			Parents with higher incomes will have a significantly greater proportion of children attending P.H.S. classes than parents earning less.
18		Length of residence in valley				Families relatively indigenous to the valley will have a significantly greater proportion of children attending P.H.S. classes than families new to the area.
19		Geographical location of previous address				Local families will have a significantly greater proportion of children attending P.H.S. classes than families coming from other parts of the country or Mexico, particularly as compared with those individuals coming from Texas.
20	Participation versus non-participation					Key variable.
21	Nature of participation					Clarification of #20. General information.
22	How did parents hear about P.H.S.					Those parents hearing about P.H.S. from the school will have a significantly greater proportion of children in P.H.S. than will those hearing of the project from other sources.

TABLE 5 (Continued)

No.	Misc.	Ecol.	Econ.	Soc.	Civic	Hypotheses and Rationale
23	Would you send your child to another P.H.S.					General information.
24 & 25	What does your child enjoy most & least					General information.
26	How does P.H.S. help you					General information.
27			Would you require your child to drop out			Parents of children attending P.H.S. will have a smaller amount of yes answers than parents of non-attending children. Total group reaction--also of interest.
28			What is legal work age			General information to be obtained for total group--ties in with #29.
29			At what age should a child work			General information for total population.
30				Spanish spoken at home		30, 31, 33, 34, and 35 will be combined and tested in the same manner. Together they will give some indication of the amount of Spanish spoken by the individual in his daily interaction. The hypothesis is that parents of children attending P.H.S. will speak significantly less Spanish in their daily interaction than those parents of non-attending children.
31				Spanish spoken with friends		
32		Spanish spoken in neighborhood				

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TABLE 5 (Continued)

No.	Misc.	Ecol.	Econ.	Soc.	Civic	Hypotheses and Rationale
32 (Cont'd.)					→	Parents of children attending P.H.S. classes will live in neighborhoods where a lesser amount of Spanish is spoken, as compared to the parents of non-attenders who will live predominantly in neighborhoods where Spanish is principally spoken.
33				Spanish spoken at work		
34				Listens to Spanish on the radio		
35				No. of hours of Spanish on radio		
36 & 37			Knowledge of employment office			The parents of children in P.H.S. classes will know more about the Employment Office than will the parents of non-participants.
38			Receive benefits from going there			General information question.
39					What is el cinco de mayo	Nos. 39 to 43 inclusive, will be used to get some measure of acceptance of Mexican and American tradition. Parents of children who attend P.H.S. classes will be more knowledgeable of American tradition, as compared to the non-attenders, who as a group, will be more knowledgeable of Mexican tradition.
40					What is the 16th of Sept.	

TABLE 5 (Continued)

No.	Misc.	Ecol.	Econ.	Soc.	Civic	Hypotheses and Rationale
41					What is the 4th of July	
42				Do you go to Mexico		
43				How often		Explanation of Nos. 39 to 43 on previous page of Table 1.
44					What is your religion	A significantly greater proportion of parents of children attending P.H.S. will be more involve in the Protestant church, as compared to the parents of non-attenders, who will tend to belong to the Catholic church.
45					How often do you attend church	A significantly greater proportion of parents of children attending P.H.S. classes will be more involved in attending church than will those parents of children not attending P.H.S. classes.
46					What civic activities do you participate in	A significantly greater proportion of parents of children attending P.H.S. classes will be involved in a greater number of civic affairs, as compared to parents of non-attenders.
47					Did you vote last Nov.	A significantly greater proportion of the parents of children attending P.H.S. classes will have voted as contrasted to non-voters whose children are non-attenders.
48				What nationality would you like to be considered		General information--of interest in terms of the total sample.

TABLE 5 (Continued)

No.	Misc.	Ecol.	Econ.	Soc.	Civic	Hypotheses and Rationale
49		Citizenship				General information.
50		How attained				General information.

An intensive orientation and training session on the objectives, procedures and rationale of the survey was provided for each interviewer and field investigator prior to his/her field assignment.

In all instances the interviews were conducted under the direct supervision of the field investigators. A special attempt was made to interview as many of the parents who were not available at the initial visitation by the interview team. Whenever possible prior appointments for the interviews were made by phone.

The Spanish edition was used exclusively for Spanish-speaking parents whereas the English edition was used for the Anglo-American, Negro and oriental parents. The entire interview took approximately one hour for each set of parents.

The interviews began on August 2nd and ended on August 13th... a period of ten days, excluding weekends.

Statistical Procedures:

The information on the questionnaire was hand-coded by the project staff for key punching purposes. The coded data was key punched on the appropriate IBM machines at the College of the Desert data processing facilities. The punched data was submitted for computer treatment at the University of California, Los Angeles Health Sciences Computing Facility's 7040 and 7090 machines. The BIMD 02S program was employed to analyze the data. Frequency information, percentages, chi squares and contingency coefficients were obtained from the output. Yate's correction for continuity was applied to any chi square problem with 1 degree of freedom and any cell frequency that was less than 10.

IV. RESULTS OF THE SURVEY

For classification purposes the results of this study will be divided into two major parts. Part I will report the differences in responses between the participants and non-participants on each item of the questionnaire. Part II will be essentially an exploratory study to determine whether or not certain selected variables, other than that of participation, are significantly different from each other.

Part I will be reported under five categories according to the theoretical design of the questionnaire as follows:

(1) Miscellaneous factors; (2) Ecological factors; (3) Economic factors; (4) Social factors; and (5) Civic Responsibility factors.

Part II will be reported in the following sequence: (1) Level of income; (2) Family size; (3) Family stability; (4) Residence status.

PART I...Comparison of Participant and Non-Participant Parental Responses on Each Item on the Questionnaire

Miscellaneous factors. Table 6 shows the statistical results of each of the nine items assessed under the miscellaneous factors category.

Of the nine items, three of the chi square values are significant beyond the one per cent level. These are: school district affiliation; fall enrollment status and informational source concerning the Head Start program.

The findings indicate that contrary to common knowledge, the Head Start program may well continue throughout the school year for the majority of the eligible pre-schoolers.

It is interesting to note that substantial numbers of eligible Head Start parents were not informed about the program. Re-examination of the present recruitment procedures appeared to be indicated by these findings. Surprisingly, only one per cent of the candidates heard about the program from local welfare agencies. However, the main source of information was still the schools.

Results of the study by district residence point to a need for increasing the number of classes to meet the large number of (113) candidates who were not only left out of the program but were also not informed of it.

In addition it should be noted that 88 per cent (225) of the families interviewed had one or more children who would qualify for next year's Head Start program.

The results also showed very conclusively that a large majority 86 per cent (222) favored a program of this type should one become available in the future.

In general, families of non participating children resided predominantly in the City of Coachella. Reasons for non-participation stemmed from the lack of adequate information about the project. A majority of the non-participant children were pre-schoolers (less than five years of age at the time of this survey) but were still eligible for another Head Start program if one were available next year.

The survey also attempted to assess the reactions of the families of the Head Start participants to three pertinent questions. (See Table 6)

Table 7 shows the responses to the question: "What does your child enjoy most about Head Start?"

Three of the six responses referred to personal gains, the other three were directly or indirectly related to the values which were derived from the school program. (See Table 7)

Table 8 shows the responses to the question: "What does your child enjoy least about Head Start?"

Only one response was related to a personal negative reaction, the other two dealt with minor aspects of the Head Start program (snacks and nap time). It appeared apparent the parents criticism were not forthcoming. (See Table 8)

Table 9 shows the responses to the question: "How does Project Head Start help you?"

Parents responded in terms of benefits to their child rather than themselves. Their child's welfare appeared more important than derived gains for themselves. Intellectual growth appeared upper most followed by child improved readiness for school in the fall. (See Table 9)

TABLE 6

Parental Responses of Head Start Participants (N=60) Compared With Those of the Non-Participants (N=196) on Each of the Designated Miscellaneous Factors

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Sex differences (boys vs. girls)	0.014	1	n.s.	.008	n.s.	sample contained similar proportions of both sexes (48% boys; 52% girls)
School district affliation	21.672	2	.01	.279	.01	Indio had significantly more pupils 58% (34) in Head Start; Coachella had significantly more qualified pupils 58% (113) who did not participate
Contemplated enrollment in fall semester	27.262	3	.01	.310	.01	61% (157) of eligible pupils will still be pre-schoolers this fall (65-66); 36% will be in kindergarten; in the participant group 38% (23) will be pre-schoolers still compared to 55% (33) in kindergarten
Person interviewed	0.046	2	n.s.	.228	.01	89% (238) were mothers vs. 7% (18) fathers
Age of interviewee	13.769	8	n.s.	.314	.01	average age for both groups fell in the middle twenties range
Number of families with potential H.S. pupil for next year	4.353	2	n.s.	.129	.05	88% (225) families had one or more children who would qualify for next year's Head Start
Number of families with potential Youth Corps candidates	1.183	1	n.s.	.068	n.s.	86% (220) had no teen-ager who fell within eligible age 16-21 for the NYC program

TABLE 6 (Continued

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Source of information about Head Start	141.625	8	.01	.597	.01	70% (42) of the participants obtained information from school sources contrasted to 73% (143) of non-participants who did not hear about the Head Start program; only 1% (1) receive information from welfare agencies
Willingness to participate in future H.S. program	5.269	2	n.s.	.164	.05	86% (222) of the participants and non-participants were interested only 8% (18) replied in the negative

14013

TABLE 7

Most Enjoyable Experiences
Reported by Families (N=60)
of Head Start Participants

Responses	Per Cent	Number	Rank Order
Good Program	32	19	1
Self Progress	25	15	2
No Comment	20	12	3
New Friends	10	6	4
Singing Activities	7	4	5
Acceptance to School	3	2	6.5
Salute Flag	3	2	6.5
Total	100%	60	

14010

TABLE 8

Least Enjoyable Experiences
Reported by Families (N=60)
of Head Start Participants

Responses	Per Cent	Number	Rank Order
None	68	41	1
No Comment	22	13	2
Snacks	5	3	3
Didn't Want To Go	3	2	4
Nap Time	2	1	5
Total	100%	60	

TABLE 9

Advantages of Head Start Attendance
As Perceived by Families (N=60)
of Head Start Participants

Advantages Reported	Per Cent	Number	Rank Order
Child became smarter	50	30	1
Prepared child for Kindergarten	17	10	2.5
No comment	17	10	2.5
Learned to share	11	7	4
Babysitting	5	3	5
Total	100%	60	

14113

Ecological factors. Table 10 shows the statistical results of each of the eight items assessed under the ecological factors category.

An analysis of Table 10 shows no significant differences in responses between the participants and non-participating families to each of the ecological variables assessed.

It should be noted that 3 out of 4 families interviewed indicated that they were not only United States citizens but had also lived in the Coachella Valley area for six years or longer. 22 per cent of the families were residents for over twenty years. In short, the population sampled were predominately natives of the United States and the Coachella Valley and not migrants from Mexico or other foreign country. (See Table 10)

Economic factors. Table 11 shows the statistical results of each of the sixteen items assessed under the economic factors category.

Only three significant chi square values were obtained between the two groups studied. The families participating in Head Start reported fewer access to a phone and a lower level of income. The participants group revealed significantly more adequate knowledge of the local employment office procedures than the non-participant group.

The results in Table 11 show no significant differences between the participating and non-participating group with respect to level of education, occupation, and family size. Yet the two groups differed significantly in reported annual income.

The average annual income for both groups was about $3,500 for a family of 3.7 children.

TABLE 10

Parental Responses of Head Start Participants (N=60) Compared With Those of the Non-Participants (N=196) on Each of the Designated Ecological Factors

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Father's birthplace	5.248	8	n.s.	.142	.05	2 out of 3 were born in the United States
Mother's birthplace	5.552	8	n.s.	.146	.05	3 out of 4 were born in the United States
Father's place of education	13.029	8	n.s.	.220	.01	1 out of 3 were educated in the U.S. 52% (131) did not respond to item and 16% (40) were educated in Mexico
Mother's place of education	13.436	8	n.s.	.223	.01	more Head Start families were educated in Mexico than non-participants (23% to 13%) more non-participants than Head Start participants did not respond to item (51% to 30%)
Length of residence in Valley	1.614	8	n.s.	.079	n.s.	2 out of 3 were residents for 6 or more years; 22% (55) were residents in Valley for 20 years or more

TABLE 10 (Continued)

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Residence prior to coming to Valley	6.731	8	n.s.	.160	.05	more than 83% resided somewhere in U.S. only 15% were from Mexico - most popular state was Texas (27%) and other parts of California (23%)
Citizenship status	0.914	2	n.s.	.060	n.s.	3 out of 4 were U.S. citizens - 22% were Mexicans
How citizenship acquired	0.258	3	n.s.	.022	n.s.	94% by birth; 4% naturalization

TABLE 11

Parental Responses of Head Start Participants (N=60) Compared With Those of the Non-Participants (N=196) on Each of the Designated Economic Factors

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Possession of phone	4.254	1	.05	.128	.05	1 out of 2 families did not have a phone; significantly more Head Start participants lacked phone (67% to 51%)
Family size	14.309	8	n.s.	.230	.01	average family contain 4 children; participant group tended to have larger families but differences not significant 22% (80) had 6 to 9 children per family
Father's occupation	10.062	8	n.s.	.195	.01	55% were employed in unskilled or semi-skilled jobs; 28% skilled jobs; 2% managerial positions
Mother's occupation	1.267	8	n.s.	.070	n.s.	76% housewives; 24% unskilled or semi-skilled positions
Father's education	1.831	8	n.s.	.084	n.s.	5% no schooling; 12% less than fourth grade; 27% less than eighth grade; total 42% (101) fathers had less than eighth grade education; 21% (53) did not respond to question; fewer than 20% completed high school
Mother's education	3.183	8	n.s.	.196	.01	4% no schooling; 16% less than fourth; 29% less than eighth grade; 13% did not respond; fewer than 20% finished high school; total 49% (128) had less than eighth grade education

TABLE 11 (Continued)

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Income Level	34.022	8	.01	.343	.01	average income for both groups was about $3,500; significantly more participant families with incomes below $2,000 than non-participation families (24% to 7%) - income level slightly less than $4,000 for participation group
Identity of main breadwinner	7.173	8	n.s.	.165	.01	5% were on welfare - 78% (200) were fathers; 4% were mothers; 14% (37) did not respond
Parental desire to request children to "dropout"	2.766	8	n.s.	.103	n.s.	92% (235) would not; 6% (15) indicated affirmatively
Reason given for not requesting early "dropout"	8.625	8	n.s.	.181	.01	75% of responses ranged from desire for better education to opportunities for better jobs - 25% did not respond
Knowledge of legal age to drop out	10.011	8	n.s.	.194	.01	1 out of 2 families possessed inadequate knowledge of legal age for dropping out
Parental conceptions of preference age for children to work full time	7.820	8	n.s.	.172	.01	1 out of 2 suggested ages 14 to 17 as desirable ages to leave school for full-time work

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TABLE 11 (Continued)

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Knowledge of location of local employment office	3.098	2	n.s.	.109	n.s.	8% (23) did not know the location
Knowledge of local employment office procedures once there	5.098	2	.05	.140	.05	participants were more informed of employment office procedure (35% to 25%) than non-participants however, 73% from both groups refused to answer question or had no knowledge of the employment office procedures.
Quality of reception at local employment office	1.216	2	n.s.	.069	n.s.	31% responded that the reception was satisfactory; 61% offered no comment; 8% indicated reception unsatisfactory
Perceived benefits derived from visitation to local employment office	1.191	2	n.s.	.068	n.s.	33% stated assistance was adequate; 22% felt it was inadequate; 45% had no comment

The Washington criterion of $3,000 for a family of four is similar to that shown by this survey when the additional children are compensated for on a sliding scale basis.

The findings reveal the fact that the parents for the eligible Head Start programs may be considered for the most part as borderline "functional illiterates" since fewer than 20 per cent had completed eighth grade or more. The obtained low socioeconomic status reflects the low educational level. The higher incidence of school drops and employment in unskilled or semi-skilled far exceeds the state and national figures for these categories (income, education, and occupation).

Ignorance of the legal age for dropping out, in addition to the lack of adequate information with respect to the local employment office services and procedures compounds the deprivation picture inherent within the families interviewed in the survey.

The findings point to the low percentage of satisfaction and benefits derived from one's visitation to the local employment office. The inadequate assistance at the employment office may be suggestive of inadequate communication between the disadvantaged population and an important local public service agency. (See Table 11)

Social factors. Table 12 shows the statistical results for each of the ten items assessed under the social factors category.

Three of the ten comparisons between the two designated groups showed significant chi square values. All three dealt with the use of the Spanish language in the community.

The results show significantly more families in non-participating group who spoke Spanish in the neighborhood in contrast to the fact that more families in the participant group listened

TABLE 12

Parental Responses of Head Start Participants (N=60) Compared With Those of the Non-Participants (N=196) on Each of the Designated Social Factors

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Significance of ethnic choice of first name	3.826	3	n.s.	.121	n.s.	45% (115) chose Spanish first & last names compared to 38% (96) who had Anglo first names & Spanish surnames; 6% (17) were Negro & 1% Oriental
Intact (families whose father lived in home) versus broken (families whose father lived elsewhere or unknown) homes	0.373	1	n.s.	.038	n.s.	84% (214) of the homes were classified as intact; 16% (42) were broken up by divorce, separation or similar symptoms.
Frequency of Spanish spoken in home	5.968	6	n.s.	.151	.05	6% never spoke Spanish at home - 54% spoke it most of the time & 25% at least once in a while
Frequency of Spanish spoken with friends	6.895	6	n.s.	.162	.05	Similar findings as those obtained for "in home" question
Frequency of Spanish spoken in neighborhood	23.541	6	.01	.290	.01	Significantly more non-participants spoke some Spanish (79% to 64%) in the neighborhood
Frequency of Spanish spoken at work	9.496	6	n.s.	.189	.01	1 out of 2 spoke Spanish at work - majority spoke English

TABLE 12 (Continued)

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Frequency of listening to Spanish programs on radio	13.924	6	.05	.227	.01	significantly more participants were tuned to Spanish programs on the radio (53% to 43%)
Knowledge of frequency of Spanish programs that may be found on radio	15.430	8	.05	.238	.01	significantly more non-participants failed to reply to item - one out of 3 families had no knowledge that Spanish programs were available on radio
Frequency of trips to Mexico	1.721	2	n.s.	0.082	n.s.	only 36% (92) have been to Mexico one or more times; 47% (112) have never crossed the border; 17% (43) no comment
Ethnic identification	2.240	4	n.s.	0.104	n.s.	52% (132) preferred to be called Mexican-American; 23% (80) Spanish; 12% (29) Americans; 6% (15) Mexicans; 7% (18) Texans

to Spanish on the radio. It is thus not surprising to find that significantly more non-participants than participants possessed inadequate knowledge of the availability of Spanish language programs on the radio.

Almost 80 per cent of the families in both groups spoke some Spanish in the home and with friends in the neighborhood, yet about half of the families have never been across the border to Mexico. This fact is not surprising since it was reported earlier that the majority of the parents were born and educated in the United States. (See Table 12)

What is surprising is the fact that substantial numbers of the parents had stated a preference for retaining their ethnic identity. The choice of the label Mexican-American by 52 per cent of the families are further indications of the parental identification with their former ethnic culture. Ethnic choice of a Spanish first name in line with their Spanish surnames adds to the identification factor with their parental homeland across the border.

Finally Table 12 points conclusively to the fact that a very significant number of the low income families are intact (stable). 16 per cent of the families were considered broken (unstable) by the absence of the father by divorce, separation, or similar problems.

Civic responsibility factors. Table 13 shows the statistical results for each of the seven items assessed under the civic responsibility category.

None of the chi square values are significant beyond the five per cent level. In short, the participants and non-participants appear to give similar responses to each of the questions asked.

Further analysis of Table 13 shows the fact that a significant number of the population sampled possessed inadequate knowledge

TABLE 13

Parental Responses of Head Start Participants (N=60) Compared With Those of the Non-Participants (N=196) on Each of the Designated Civic Responsibility Factors

Questionnaire Items	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Knowledge of May 5th concept	3.903	2	n.s.	.123	n.s.	67% (171) reported inadequate of what the date meant; 17% (43) had no comment; 17% (42) had an adequate knowledge
Knowledge of September 16th concept	0.727	2	n.s.	.053	n.s.	57% (146) possessed inadequate knowledge; 27% (69) had adequate knowledge; and 16% (41) no comment
Knowledge of July 4th concept	1.091	2	n.s.	.065	n.s.	49% (126) had inadequate knowledge; 41% (104) had adequate knowledge; 10% (26) no comment
Religious preference	0.964	2	n.s.	.061	n.s.	75% (192) were Catholic; 24% (61) Protestants
Frequency of church attendance	0.173	1	n.s.	.026	n.s.	52% (134) never attended church; 48% (122) at least once a year
Frequency of participation in civic activities	1.933	2	n.s.	.087	n.s.	61% (155) never took part in any local, state or national elections or PTA and similar activities
Participation in last November election	0.807	2	n.s.	.056	n.s.	65% (166) failed to vote; 35% (90) responded affirmatively

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with respect to accepted annual Spanish festivities as compared to their knowledge of such annual holidays in our country as the fourth of July celebrations.

Although a majority of the respondents are Catholics and Protestants, fewer than half of the interviewees are regular devotees of their stipulated faith. The church as an accepted symbol of communication with the culturally disadvantaged population is not shown in these results.

Lack of participation in local civic activities seem the rule rather than the exception. Inadequate communication again appear to be indicated by the findings. (See Table 13)

Part II...Comparison of Certain Selected Variables Assessed in the Survey

Past research have shown that certain variables such as income, family size, family stability and residence status are significantly related to education, occupation, ethnic group, religious preference, civic participation and related factors. This section will investigate the relationship between the specified variables to determine whether or not previous findings are valid when culturally disadvantaged populations are sampled.

Income level. Table 14 shows the statistical results for each of the twelve variables investigated.

For statistical purposes income level was dichotomized into two categories: families with annual incomes below $4,000 (N=71) and those with incomes above $4,000 (N=164).

Six significant contingency coefficients and five chi square values are seen in Table 14.

It is evident that income level is significantly related to family stability, parental education, father's occupation, amount

TABLE 14

Comparison of the Effect of Income Level (below $4,000, N=71 and above $4,000, N=164) With Each of the Selected Variables

Selected Variable	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Location of residence	8.877	4	n.s.	.091	n.s.	No trends noted
Significance of ethnic choice of first name	3.104	4	n.s.	.114	n.s.	no trends noted
Possession of phone	3.691	1	n.s.	.124	n.s.	no trends noted
Family stability	41.573	2	.01	.388	.01	28% of families with $4,000 or less income compared to 4% of families with above $4,000 indicated some instability in the home; the higher the income the more stable the home
Mother's education	25.487	8	.01	.313	.01	48% of families with above $4,000 income compared to 20% of families with less than $4,000 income had less than an eighth grade education; as educational level increased level of income increased
Father's education	28.461	8	.01	.329	.01	31% of families with above $4,000 income compared to 21% of families with less than $4,000 income had less than an eighth grade; educational level also increased as income increased
Father's occupation	37.081	8	.01	.369	.01	53% of families with above $4,000 income compared to 30% of families with less than $4,000 income were employed in skilled or managerial positions - as income increased socioeconomic level increased

14051

TABLE 14 (Continued)

Selected Variable	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Family size	4.609	8	n.s.	.109	n.s.	no trends noted
Spanish spoken in home	9.744	6	n.s.	.199	.01	as income increased the amount of Spanish spoken in home decreased
Religious preference	2.124	2	n.s.	.095	n.s.	no trends noted
Participation in civic activities	6.707	2	.05	.167	.01	significantly more families above the $4,000 level took part in some kind of civic activities (38%) than those with less than $4,000 income (21%); as income increased participation in civic activities increased
Ethnic identification	3.532	4	n.s.	.105	n.s.	no trends noted

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of Spanish spoken in the home and degree of participation in civic activities. As income level increased each of the significantly related variables increased or decreased. For example, Table 14 indicates that there is a direct proportion between income level and education i.e. as income rises level of education does too. Income is also inversely related to the language factor i.e. as income rises families tend to abandon their language asset for the dominant language of the community. (See Table 14)

Family size. Table 15 shows the statistical results for each of the eight variables investigated.

Five significant contingency coefficients and chi square values were obtained.

Education, occupation, ethnic choice of first name, and civic participation are related significantly to family size. Family size was divided into two categories: families with three children or less compared to families with four children or more. The average size of the family in the population sample was used as the criterion for the dichotomy.

Smaller families are related to the increase in years of schooling. Large families are related to lower socioeconomic levels, increase participation in civic activities and likelihood of choosing an Anglo instead of a Spanish first name in line with a Spanish surname. (See Table 15)

Family stability. Table 16 shows the statistical results for each of the eleven variables investigated.

Four significant contingency coefficients and three chi square values were obtained.

If the father resided in the home and was also considered the main breadwinner the home was considered a stable one.

TABLE 15

Comparison of the Effect of Family Size (3 children or less, N=117, and 4 children or more N=139) With Each of the Selected Variables

Selected Variable	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Significance of ethnic choice of first name	12.132	4	.05	.213	.01	significantly more large size families have Anglo first names & Spanish surnames (44% to 30%) - the trend was for smaller size families to use Spanish first names more frequently (50% to 41%) as family size increases the likelihood in use of Anglo first name, increases
Location of family residence	5.642	4	n.s.	.097	n.s.	no trends noted
Possession of phone	0.155	1	n.s.	.025	n.s.	no trends noted
Father's occupation	16.143	8	.05	.244	.01	significantly more father's in unskilled jobs also had larger families; the lower the socioeconomic level the larger the family
Father's education	18.076	6	.01	.257	.01	father's with small families completed significantly more years of schooling; the higher the educational level the smaller the family size
Mother's education	21.990	5	.01	.281	.01	similar findings as those obtained for father's education
Religious preference	4.157	2	n.s.	.086	n.s.	no trends noted
Participation in civic activities	6.667	2	.05	.159	.05	large families tended significantly to attend school activities or to vote in local, state or national elections - as participation in civic affairs increased the number of children in the family increased

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If the father was absent from the home or if someone other than the father was the main breadwinner of the home for purposes of this study the status of the home was considered unstable or broken.

Under this criterion one out of five homes were considered unstable. Nationwide the figure for broken homes is less than ten per cent. As a direct result roughly one Mexican-American in five is fatherless -- more than double the nationwide total.

The results indicate that large size families, local socio-economic status and low level of educational attainment are all very significantly related to the family instability condition.

The amount of Spanish spoken in the home, one's religious preference or citizenship or ethnic identification do not appear to be significantly contributing factors to "broken home situations". (See Table 16)

Residence status. Table 17 shows the statistical results for each of the ten variables investigated.

Nine out of ten significant contingency coefficients and seven chi square values were obtained.

The residence variables was divided into two categories for analysis purposes. In one group were families with five years or less residence status (N=85) in the second group were those who resided six years or more (N=170). The dichotomy revealed twice as many families in the second than in the first grouping. Coachella City contained significantly more "old timers" than Indio or Oasis, signifying a "slow to change" community compared to its neighboring cities.

Families with tenure of six years or more compared to recent migrant families (five years or less) have significantly higher socioeconomic status, more likelihood to possess a phone, more years of schooling (parents), higher income, greater participation

TABLE 16

Comparison of the Effect of Family Stability (intact, N=214, and Broken Home 42) With Each of the Selected Variables

Selected Variable	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Significance of ethnic choice of first name	1.166	4	n.s.	.067	n.s.	no obvious trends noted
Location of family residence	1.816	4	n.s.	.084	n.s.	no obvious trends noted
Family size	22.473	8	.01	.284	.01	the larger the family the less stable the home - intact homes had significantly fewer children in home
Possession of a phone	0.002	1	n.s.	.003	n.s.	no trends noted
Father's occupation	84.118	8	.01	.497	.01	significantly more families from broken home refused to respond to questionnaire item (60% to 6%)
Father's education	42.121	8	.01	.376	.01	similar comments as those obtained for father's occupation (55% to 16%)
Mother's education	9.498	8	n.s.	.189	.01	as educational level increased the incident of a broken home situation decreased
Spanish spoken in home	2.089	6	n.s.	.090	n.s.	no trends noted
Religious preference	0.716	2	n.s.	.053	n.s.	no trends noted
Citizenship	5.311	8	n.s.	.043	n.s.	no trends noted
Ethnic identification	3.833	4	n.s.	.035	n.s.	no trends noted

14001

in civic activities, possess U.S. citizenship by birth less likely to speak Spanish in the home and are more apt to use an Anglo first name with their Spanish surname. (See Table 17)

V. SUMMARY AND CONCLUSIONS

The major purpose of this study was to determine whether or not significant differences in responses to certain ecological, economic, social and civic responsibility factors existed between parents whose children participated on the Head Start project and those whose children were eligible but did not participate for one reason or another.

A questionnaire containing 50 specific questions were systematically categorized for investigation. Each selected question attempted to sample a given ecological, economic, social or civic responsibility factor. Both a Spanish and an English edition of the questionnaire was available for the survey.

The instrument was administered to 256 Coachella Valley (Indio, Coachella, and Oasis) parents during a two-week period in early August. A house-to-house rather than a random sample approach was employed in the selection of eligible non-participants (N=196) for the study. Addresses of the participants (N=60) were obtained from the designated Head Start schools.

The recorded information was coded and submitted for computer treatment on the BIMD 02S program. Yate's correction formula was utilized whenever a cell frequency was less than 10.

I. SUMMARY

Participants. The following significant chi square values beyond the five and one per cent levels in favor of the participant

TABLE 17

Comparison of the Effect of Residence Status (5 years or less, N=85; and 6 years or more, N=170,) With Each of the Selected Variables

Selected Variable	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Significance of ethnic choice of first name	14.315	4	.01	.231	.01	Significantly more residents (5 years or less) had first and last names in Spanish contrasted to residents (6 years or more) whose first names were Anglo but whose last names were in Spanish - as length of residence increase the likelihood of the choice of an Anglo first name increased
Location of family residence	14.462	4	.01	.002	n.s.	Significantly more people had resided in Coachella City 6 years or more (59%) than in Indio or Oasis
Possession of a phone	12.671	1	.01	.218	.01	Significantly more people had fewer phones if their residence in the Valley was 5 years or less compared with those who stayed 6 years or more (71% to 47%) as length of residence increased the possession of a phone increased
Father's occupation	8.230	8	n.s.	.177	.01	As length of residence increased the socioeconomic level increased
Father's birthplace	15.119	8	.05	.237	.01	Significantly more people (75%) with less than 5 years residence were born outside California compared to those with 6 or more years of residence (59%) the chances of being born in the U.S. increased as residence status increased
Father's education	7.732	8	n.s.	.172	.01	As educational level increased length of residence increased
Mother's education	9.581	8	n.s.	.190	.01	Similar findings as those obtained for father's education

TABLE 17 (Continued)

Selected Variable	Chi Square	d.f.	Level of Confidence	Contingency Coefficient	Level of Confidence	Interpretations
Income level	30.133	8	.01	.325	.01	Those in residence 6 years or more earned significantly higher income than those with 5 or less years of residence (40% to 12% earned $5,000 or more income) as income increased as length of residence increased
Spanish spoken in home	17.585	6	.01	.254	.01	39% of those with 6 years or more residence compared to 17% of those with 5 years or less used Spanish infrequently in home; the use of Spanish in home decrease as length of residence increases
Participation in civic activities	10.948	2	.01	.203	.01	37% of those with 6 years or more residence compared to 21% of those with 5 years or less participation in civic activities; as residence status increased participation in civic activities increased

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group were revealed by the study:

A. Miscellaneous Factors

1. Average chronological age (4 years and 5 months to 3 years and 10 months for the non-participants)
2. Source of information about Head Start (70% from the schools compared to 5% for the non-participants)

B. Ecological Factors

None: greater similarities than differences on all 8 items sampled.

C. Economic Factors

1. Knowledge of employment office procedures (35% to 25% of non-participants had adequate knowledge)

D. Social Factors

1. Frequency of listening to Spanish programs on radio (53% to 43% of non-participants)

E. Civic Responsibility Factors

None: greater similarities than differences on all 8 items sampled.

Non-Participants. Parental responses for the following questionnaire items showed significant chi square values at the five and one per cent levels in favor of the non-participant group in the study:

A. Miscellaneous Factors

1. Number of subjects interviewed (parents of non-participants outnumbered those of the participants by a ratio of 3 to 1)
2. School district affiliation (Coachella City had larger numbers of non-participants by ratio of 3 to 1)
3. Enrollment in fall semester (61% were pre-schoolers to 38% for participants)

4. Source of information about Head Start (73% did not hear about program at all to 10% for non-participants)

B. Ecological Factors

None: greater similarities than differences in all 8 items sampled.

C. Economic Factors

1. Possession of a phone (61% to 51% of participants did not have a phone)
2. Annual income level ($4,150 to $3,750 for participants)

D. Social Factors

1. Frequency of Spanish spoken in neighborhood (79% to 64% for participants)
2. Knowledge of frequency of Spanish programs that may be found on radio (3 to 1 ratio)

E. Civic Responsibility Factors

None: greater similarities than differences in all 8 items sampled.

Lack of Significant Findings. No significance difference beyond the five per cent level were obtained for each of the following parental responses between the participants (P) and non-participants (NP):

A. Miscellaneous Factors (6 out of 9 had no significant differences)

1. Sex differences (boys 48% to girls 52%)
2. Person interviewed (P 82% to NP 92%)
3. Age of interviewee (P32% to NP 28% within 25 to 29 age range)
4. Number of families with potential Head Start (P 82% to NP 90% had one or more)
5. Number of families with potential Youth Corps candidates

(P 82% to NP 87% had none)

6. Willingness to participate in future Head Start program (P 85% to 87% said yes)

B. Ecological Factors (8 out of 8 had no significant differences)

   1. Father's birthplace (P 62% to NP 64% within U.S.A.)
   2. Mother's birthplace (P 67% to NP 74% within U.S.A.)
   3. Father's place of education (P 40% to NP 55% no comment; P36% to NP 33% U.S.A.)
   4. Mother's place of education (P 30% to NP 51% no comment; P 47% to NP 37% U.S.A.)
   5. Length of residence in Valley (P 63% to NP 67% lived 6 or more years in Valley)
   6. Residence prior to coming to Valley (P 80% to NP 84% within U.S.A.)
   7. Citizenship status (P 75% to NP 78% U.S.A.; P 25% to NP 21% Mexico)
   8. How citizenship obtained (P 70% to NP 75% by birth in U.S.A.)

C. Economic Factors (13 out of 16 had no significant differences)

   1. Family size (P 55% to NP 55% had four children or more)
   2. Father's occupation (P 53% to NP 57% in unskilled or semi-skilled jobs)
   3. Mother's occupation (P 77% to NP 76% housewife; P 21% NP 21% unskilled or semi-skilled)
   4. Father's education (P 18% to NP 17% less than fourth grade; P 46% to NP 44% less than eighth grade)
   5. Mother's education (P 27% to NP 16% less than fourth grade; P 56% to NP 47% less than eighth grade)
   6. Identity of main breadwinner (P 76% to NP 76% father; P 16% to NP 15% no comment)

7. Parental desire to request child's early drop out from schooling (P 95% to NP 91% said No)

8. Reason given for not requesting drop out (P 73% to 66% better education)

9. Knowledge of legal age to drop out (P 85% to NP 78% inadequate)

10. Parental preference of age to work (P 80% to NP 74% before 18 years of age)

11. Knowledge of employment office location (P 93% to NP 86% adequate)

12. Quality of reception at employment office (P 55% to NP 63% no comment; P 37% to NP 30% adequate)

13. Perceived benefits from visitation to employment office (P 43% to NP 45% no comment; P 38% to NP 32% adequate help)

D. Social Factors (7 out of 10 had no significant differences)

1. Significance of ethnic choice of first name (P 42% to NP 46% first names were Spanish; P 38% to NP 37% first names were Anglo)

2. Family stability (P 83% to 84% intact; P 17% to NP 16% broken)

3. Frequency of Spanish spoken in home (P 57% to NP 64% frequently; P 25% to NP 23% seldom or never)

4. Frequency of speaking Spanish to friends (P 57% to NP 54% frequently; P 22% to NP 31% seldom or never)

5. Frequency of speaking Spanish at work (P 32% to NP 25% frequently; P 47% to NP 50% no comment)

6. Frequency of trips to Mexico (P 45% to NP 48% never; P 37% to NP 35% at least once a year)

    7. Ethnic identification (P 48% to NP 53% liked to be called Mexican-American; P 12% to NP 12% to be called American; P 10% to NP 5% to be called Mexican)

E. **Civic Responsibility Factors** (7 out of 7 had no significant differences)

    1. Knowledge of May the 5th concept (P 75% to NP 64% inadequate)
    2. Knowledge of Sept. 16th concept (P 62% to NP 56% inadequate)
    3. Knowledge of July 4th concept (P 50% to NP 49% inadequate)
    4. Religious preference (P 75% to NP 75% Catholic)
    5. Frequency of church attendance (P 50% to NP 53% never)
    6. Frequency of civic activities participation (P 54% to NP 63% never)
    7. Frequency of November election vote (P 60% to NP 66% never)

Results Based on Special Kinds of Comparisons

Income Level. Five of the twelve variables investigated revealed significant chi square values and contingency coefficients when compared to the level of income at the five per cent level. Group I consisted of families with $3,999 or less income compared with Group II whose income was $4,000 or more.

1. Family stability (Group I 28% to Group II 4%; with home situations)
2. Mother's education (Group I 48% to Group II 20%; with less than eighth grade education)
3. Father's education (Group I 21% to Group II 41%; obtained more than eighth grade education)

7. Ethnic identification (P 48% to NP 53% liked to be called Mexican-American; P 12% to NP 12% to be called American; P 10% to NP 5% to be called Mexican)

E. Civic Responsibility Factors (7 out of 7 had no significant differences)

1. Knowledge of May the 5th concept (P 75% to NP 64% inadequate)
2. Knowledge of Sept. 16th concept (P 62% to NP 56% inadequate)
3. Knowledge of July 4th concept (P 50% to NP 49% inadequate)
4. Religious preference (P 75% to NP 75% Catholic)
5. Frequency of church attendance (P 50% to NP 53% never)
6. Frequency of civic activities participation (P 54% to NP 63% never)
7. Frequency of November election vote (P 60% to NP 66% never)

Results Based on Special Kinds of Comparisons

Income Level. Five of the twelve variables investigated revealed significant chi square values and contingency coefficients when compared to the level of income at the five per cent level. Group I consisted of families with $3,999 or less income compared with Group II whose income was $4,000 or more.

1. Family stability (Group I 28% to Group II 4%; with home situations)
2. Mother's education (Group I 48% to Group II 20%; with less than eighth grade education)
3. Father's education (Group I 21% to Group II 41%; obtained more than eighth grade education)

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4. Father's occupation (Group I 53% to Group II 30%; employed in unskilled and semi-skilled jobs)

5. Participation in civic activities (Group I 38% to Group II 21%; involved in some kind of activity)

Family size. Five of the eight variables investigated revealed chi square values and contingency coefficients when compared with the family size variable at the five per cent level. Group I consisted of families with 3 or less children; Group II of families with 4 or more children.

1. Significance of ethnic choice of first name (Group I 44% to Group II 30%; chose Anglo first name and Spanish surnames)
2. Father's occupation (Group I 31% to Group II 48% employed in unskilled jobs)
3. Father's education (Group I 33% to Group II 52% less than eighth grade schooling)
4. Mother's education (Group I 33% to Group II 60% less than eighth grade schooling)
5. Participation in civic activities (Group I 27% to Group II 35% involved in some kind of activity)

Family stability. Three of the eleven variables investigated revealed significant chi square values and contingency coefficients when compared with the family stability factor at the five per cent level. Group I was labeled as intact if the real father lived in the home and was also the main breadwinner. Group II was considered a broken home if the father was absent from the home and was not considered the main breadwinner (separated, divorced, death and other similar reasons).

1. Family size (Group I had 3.1 children to Group II with 3.7 children)

2. Father's education (Group I 16% to Group II 55% no comment; Group I 47% to Group II 30% with less than eighth grade schooling)
3. Father's occupation (Group I 6% to Group II 60% no comment; Group I 45% to Group II 19% employed in unskilled jobs)

Residence status. Seven of the ten variables investigated revealed significant chi squares and contingency coefficients when compared with the length of residence in the Coachella Valley region at the five per cent level. Group I consisted of parents who had lived in the Valley 5 years or less. Group II are those who resided in the area 6 years or more.

1. Significance of ethnic choice of first name (Group I 55% to Group II 39% chose Spanish first and last names)
2. Location of family residence (Group I 37% to Group II 59% lived in Coachella)
3. Possession of a phone (Group I 29% to Group II 53% had phones)
4. Father's birthplace (Group I 57% to Group II 67% native born)
5. Income level (Group I 40% to Group II 12% earned more than $5,000)
6. Spanish spoken in home (Group I 17% to Group II 39% spoke it seldom or never)
7. Participation in civic activities (Group I 21% to Group II 37% involved in some kind of activity)

II. CONCLUSIONS

The results of the survey study indicated that more similarities than differences in parental responses to the questionnaire existed between the families of children who attended the

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Head Start projects and those families whose children were eligible but did not participate in the pre-school program. It was apparent that the main difference between the two groups was one of communication. The participants were informed of the Head Start program and the non-participants were not.

The following conclusions were significantly illustrated by the study's findings.

A. Education. In a democratic society, one of the educational objectives of the school is to provide for individual differences as far as it is practicable and reasonable. This study showed that the adequate fulfillment of this objective has not been satisfactorily met. The following facts stand out to support this contention.

1. Pre-school education programs are needed throughout the school year: (a) to provide continuity to the summer Head Start programs; (b) to meet the needs of large numbers of eligible pre-schoolers from low income families who were enrolled in the program and who are now unable because of age to attend kindergarten or any other community educational program. Parental attitude and interest for future participation was found to be exceptionally high.

2. There is a definite need to "step up" the communication before the school and the community in order that more low income families can be made aware of available educational opportunities for their children as well as to increase an adequate understanding of school policies and regulations relating to work permit requirements and other related school curricula activities.

The neglible interest of these low income parents to participate in any school sponsored activities (PTA, tax over-rides, open house and similar activities) in addition to the large

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number of parents who were not contacted with respect to Operation Head Start are certainly indicative of the need for better and more effective school-community public information services.

B. Population characteristics. One's economic competency and personal well being are often determined by at least five pertinent factors: occupation, income, education, mobility, and family stability. If these premises are accepted then the average low income family sampled in this study is seriously handicapped (disadvantaged) in the designated Coachella Valley communities surveyed.

1. This study showed that more than one out of every two fathers were employed in unskilled or semi-skilled occupations. More fathers in the Coachella Valley were presently employed in unskilled or semi-skilled occupations than were reported in the 1960 Census survey for the Valley as a whole and for Riverside County in general. In short, the occupational status of the low income families have decreased during the past five years.

2. The median income for the study sample, however, was slightly higher than that reported in California for persons of Spanish surnames in 1960 ($3,849). It is hypothesized that if all persons of Spanish surname in the Valley were included in the study, the average annual income would approach the average for Riverside County.

3. The remarkably low per cent of Mexican-American families on welfare point to the fact that a person with a Spanish surname does not as a rule look to the government for financial support regardless of his reported economically deprived condition.

4. One out of every five homes sampled were reported as a "broken home" in this study.

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This finding is similar to that reported in a recent nationwide survey which indicated that "broken homes" were generally as a rule quite common in low income families.

5. Three out of every four parents in the study were "drop-outs". The average educational level was much lower than that for the Valley area as a whole and substantially lower than the State of California average according to the 1960 Census Report. Noteworthy implications for adult extension or education programs are inherent in this finding.

6. The majority of the families in the study were "established" residents in the Coachella Valley area. Most of the parents were native born and reportedly received much of their education in the U.S.A. In short, the findings showed that these low income families were not highly mobile transients from across the border or other States in the Union.

7. The size of the low income families (6 or more per family) were larger than those from average or higher income groups (4 or less per family). This means that large numbers of culturally disadvantaged children are enrolled or will be enrolled in the Coachella Valley schools.

C. Acculturation Process. If the term acculturation is defined as a process which occurs within the individual as he makes an attempt to learn the content of another (different) culture and to adapt to the newer culture's practices and values, then it is apparent from the present findings that the acculturation process is indeed occuring slowly but significantly in the Coachella Valley area. The following facts support this conclusion.

1. The desire to speak a second language was seen to decrease significantly as the length of residence or citizenship

status increased. English was spoken predominately.

2. As one's residence in the Valley increased the tendency to use an Anglo first name with respect to a Spanish surname increased significantly.

3. A majority of the people with Spanish surnames sampled preferred to be called Mexican-American. The label of "Mexican" or "American" was mentioned infrequently.

4. Adequate communication was found between the low income families who turned out for local civic activities and those who were most informed of the local employment office's. However, this statement did not imply that the communication between local government agencies (City Hall, employment offices and similar agencies) were adequate. Far from it. The facts showed a definite need for improving the channels of communication between local officials the low income parents in the community.

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APPENDIX

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Coachella Valley HEAD START Project

Special Evaluation Phase

Questionnaire Survey

(1) NAME ______________________ (2) SEX M__ F__ DATE __________
First Middle Last

(3) ADDRESS ______________________ (4) PHONE ________ (5) BIRTHDATE ______

(6) SCHOOL DISTRICT ________________ (7) FALL ENROLLMENT ______________
(What grade-kindergarten, first)

(8) NAME OF PERSON INTERVIEWED ________________ Sex M__ F__ Age ________

- -

Names of persons living in your home:

	(9) NAME	(10) Occupation (Type, permanent, seasonal, where)	(11) Birthplace	(12) Age	(13) Education (Years completed)	(14) Where
Mother						
Stepmother						
Father						
Stepfather						
Children						

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Children (Continued)______________________________

Aunts______________________________

Uncles______________________________

Cousins______________________________

Others______________________________

(15) Who is the head of the family?______________(16) Relationship to the child______________.

(17) About how much do you earn a year? (e.g., incomes of anyone supporting the family)______________________________.

(18) Who is the main financial supporter of the family?______________.

(19) How long have you lived in the Valley?______________________

(20) Where did you live before you came to the Valley?______________

(21) Is child a participant in Head Start? Yes______ No______ (22) If not, give reason and continue with below:

Responded negatively__________; No response__________; Began program but dropped out after one or two weeks__________; Other reasons______________________________.

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(23) How did you hear about Project Head Start?______________________________

(24) If there is another Project Head Start would you send your child? Yes__No__

(25) What does your child enjoy most about Project Head Start? (If no response, suggest: the class, the teacher, friendliness)______________________________

(26) What does your child like least about Project Head Start? (If no response, suggest: the class, the teacher, attitudes)______________________________

(27) How does Project Head Start help you?______________________________ (If no response, suggest: The child seems brighter________; It provides babysitting for me__________; Other______________________________

(28) Would you require your son/daughter to drop out of school to work when he is old enough to work?______________(reason)______________________________

____

(29) What do you think the legal work age is?____________(30) At what age do you think your child should go to work?______________________________

(31) How often is Spanish spoken in your home?: All of the time_______; Most of the time_______; Once in a while________; Seldom________; Never______

(32) How often do you speak Spanish with friends?: All of the time_____; Most of the time_____; Once in a while______; Seldom______; Never__________

(33) How often is Spanish spoken in your neighborhood?: All of the time_____; Most of the time_____; Once in a while_____; Seldom_____; Never________

(34) How often do you speak Spanish at work?: All of the time______; Most of the time______; Once in a while______; Seldom_________; Never___________

(35) How often do you listen to Spanish on the radio?: All of the time______; Most of the time______; Once in a while_______; Seldom______; Never_____

(36) How many hours can you get Spanish on the radio?______________________

(37) Do you know where the employment office is? Yes____No ____(38) What do you do when you get there?____________________(How are you treated) ____________________________(39) Do you get any benefit from going there?______________________________

(40) What is El cinco de Mayo; (41) The 16th of September; (42) The 4th of July?______________________________

(43) Do you go to Mexico? Yes___ No___ (44) If so, how often?______________

[illegible]

(45) What religion are you? (Catholic, Protestant, etc.)________________________

(46) How often do you go to religious services?______________________If no response, Once a week_____; Once a month_____; Once a year_____; On holidays_____; (Easter___; Christmas____;) Never___________________________

(47) What city activities do you participate in?______________________________
If no response: School activities________; School Board elections_________;
City elections____________; Others_______________________.

(48) Did you vote last November (the last election)? Yes_____ No_____

(49) What nationality would you like to be considered?_________________________
(Latin, Spanish, Mexican-American)

(50) What country are you a citizen of: U.S.A.________; Mexico_________
Other______________.

(51) By birth____________; By naturalization___________; Other__________________

- -

INTERVIEWERS COMMENTS:

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PROYECTO ADELANTAMIENTO DEL VALLE DE COACHELLA

Fase De Avaluacion

Reconocimiento - Inquiridor

(1) NOMBRE ________________________ FECHA ____________
Primer Nombre Segundo Apellido

(2) SEXO M____ : F____ (4) FECHA DE NACIMIENTO ____________

(3) DOMICILIO ________________________ (5) TELEFONO ____________

(6) DISTRICTO ESCOLAR ____________ (7) MATRICULA DE INVIERNO ____________
(Que Clasificacion)

(8) NOMBRE DE PERSONA ENTREVISTADA ____________ SEXO M___ : F____ EDAD ____________

- -

Nombre de personas que viven en su casa:

(9) Nombre
(10) Ocupacion (Clase,estable temporal, donde)
(11) Lugar De Nacimiento
(12) Edad
(13) (14) Educacion-Donde (Anos completados)

Madre ____

____

Madrastra ____

____

Padre ____

____

Padrastro ____

____

Ninos ____

____

____

Tias ____

____

Tios ____

____

Primos ____

____

Otros ____

____

(15) Quien es el encabezado de la familia? ____________________ (16) Relacion del nino ____________________.

(17) Cuanto gana por ano? (Salario por ano del encabezado de la familia) ____

(18) Quien mantiene la familia? ______________________________

(19) Que tanto tiempo a vivido en el Valle? ____________________ (20) Donde vivio antes de venir al Valle? ______________________________

(21) Esta el nino partecipando en el Proyecto Adelantamiento? Si____ No_____

(22) Si no, de razon y continue abajo:
Respuesta negativa________; Ninguna respuesta___________; Comenso el programa pero lo descontinuo despues de una o dos semanas___________;
Otras razones______________________.

(23) Como recibio informacion de el Proyecto Adelantamiento? ________________

(24) Si hay otro Proyecto Adelantamiento enviara su nino? Si_____; No________

(25) Que le gusta mas a su nino de el Proyecto Adelantamiento? (Si no hay respuesta, sugiera: (La clase, la profesora, amigable) ________________

(26) Que le gusta menos a su nino de el Proyecto Adelantamiento? (Si no hay respuesta, sugiera: (La clase, la profesora, actitud) ________________

(27) De que manera es ayuda el Proyecto Adelantamiento para usted: ____________
(Si no hay respuesta, sugiera: El nino esta mas listo___________; Sirve el Proyecto de cuida ninos__________; Otra razons_____________________)

(28) Obligaria usted a su hijo o hija que dejara la escuela para trabajar cuando tenga la edad? ___________________(de razon) ________________

(29) Que edad sera legal para que trabaje su hijo o hija? ________________

(30) A que edad piensa usted que debe de trabajar un joven o una joven? _________

(31) Que tanto Espanol se habla en su casa? Todo el tiempo__________; Casi todo el tiempo____________; De vez en cuando__________; Ocasional________;

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(31) Nunca____________________.

(32) Que tan seguido hable usted Espanol con sus amigos? Todo el tiempo________; Casi todo el tiempo______; De vez en cuando____; Ocasional_________; Nunca_____________.

(33) Que tanto Espanol se habla en su vecindad? Todo el tiempo_______; Casi todo el tiempo_____; De vez en cuando_____; Ocasional_______; Nunca______

(34) Que tanto habla usted Espanol en su trabajo? Todo el tiempo______; Casi todo el tiempo________; De vez en cuando____; Ocasional______; Nunca_____

(35) Que tan seguido escucha usted programas de Espanol en la radio? Todo el tiempo____; De vez en cuando____; Ocasional____; Nunca_____

(36) Cuantas horas puede usted recibir programas en Espanol en la radio?________

(37) Sabe usted donde esta la oficina de empleos? Si____; No____ (38) Que hace cuando va usted alli?________________(Como es usted recibido alli?)____________ (39) Recibe usted algun beneficio con ir alli?________

____

(40) Que significa el cinco de Mayo; (41) Diez y seis de Septiembre; (42) Cuatro de Julio?____

____

(43) Va usted a Mejico? Si____; No____ (44) Si va, que tan seguido?_________

____

(45) Cual es su religion? (Catolica, Protestante et cetera)__________

(46) Que tan seguido va usted a servicios religiosos?________________

Si no hay respuesta: Una vez por semana___________; Una vez por mes______; Una vez por ano_______; Dias de fiesta_________; (Durante la Pascua______; En Navidad___________) Nunca_________________.

(47) En cuales actividades de la ciudad toma usted participacion?__________

Si no hay respuesta, pregunte: Actividades de escuela_________; Eleciones de escuela_________; Eleciones de la ciudad_________; Otras____________

(48) Voto usted en la elecion de Noviembre (la ultima elecion)? Si____ No______